



## 2014-15 Differentiated Pay Plan Submission Template

In June 2013, the State Board of Education passed a revised set of guidelines pursuant to Tenn. Code Ann. §49-3-306(h), which requires districts to create and implement differentiated pay plans. The intent of the differentiated pay plans is to give local control to districts in regard to salary schedule, and to create another lever for districts to attract and retain teachers based on a flexible set of potential criteria. A complete copy of the policy can be found [here](#).

### Structure of this Document

The document includes two required sections where districts will describe their proposed 2014-15 differentiated pay plans and salary schedules. An optional section is also included on stakeholder engagement and eligibility. Finally, districts that choose to propose an [alternative salary schedule](#) as their differentiated pay plan, or part of their plan, will need to complete a short [addendum](#). A list of the common differentiated pay terms used throughout this document can be found in [Appendix A](#).

### Timeline

The department has created a flexible timeline for differentiated pay plan submission to better meet the various deadlines of each district's local school board and budget processes. The table below outlines this timeline:

General Differentiated Pay Plan Submission Timeline	
Prior to submission	Local school boards are informed of and/or approve differentiated pay plans that will be submitted to TDOE
Jan. 2, 2014	TDOE begins accepting differentiated pay plan submissions
Ongoing	Districts submit differentiated pay plans to TDOE
Three weeks after date of submission	TDOE communicates approval decision to school districts
Following TDOE approval notification but no later than June 30, 2014	Local school boards approve final differentiated pay plans and any associated budget items

For those districts that choose to implement an [alternative salary schedule](#) as their differentiated pay plan (see page 5 for more detailed information on this option) the following timeline will be used in order to meet the necessary State Board of Education (SBE) deadlines.

<b>Alternative Salary Schedule Submission Timeline</b>	
Prior to submission	Local school boards are informed of the alternative salary schedule that will be submitted to TDOE
Jan. 2, 2014	TDOE begins accepting differentiated pay plan submissions
Jan. 31, 2014	Districts submit alternative salary schedules to TDOE
By Feb. 21, 2014	TDOE communicates approval decision of the alternative salary schedule to school districts
By March 8, 2014	Local school boards approve the alternative salary schedule
March 8, 2014	TDOE submits alternative salary schedule documents to the SBE
April 18, 2014	SBE Meeting

All differentiated pay plans and alternative salary schedules should be submitted to [Laura.Encalade@tn.gov](mailto:Laura.Encalade@tn.gov). The department also plans to post the final differentiated pay plans on its website.

Note that while the differentiated pay plan must be implemented in the 2014-15 school year, the first payouts from those plans could occur, particularly for those plans which include performance related criteria, at the completion of the 2014-15 school year when all relevant student achievement data is available. Following the 2014-15 school year, the department will collect evidence of implementation, including information regarding the number of awards that were paid out.

Contact Laura Encalade at [Laura.Encalade@tn.gov](mailto:Laura.Encalade@tn.gov) or (615) 253-2119 for additional questions or guidance on creating your differentiated pay plan or on the submission and approval processes.

## I. Description of Differentiated Elements (Required Section)

Directions: For each element of the district's differentiated pay plan, use the table below to provide a description of how the district will differentiate pay. The plan must include **at least one** of the elements listed below in the left-hand column, in addition to education and experience.

Many plans may include a combination of several elements; therefore, please add rows or repeat differentiated elements as needed. For example, the plan may include two different types of additional instructional roles. Also, please feel free to delete from the table or leave blank any differentiated elements that will not be used in your plan.

[Appendix B](#) of this document contains an example of each type of differentiated element. Please review that example prior to completing the table below.

Differentiated Element	Description	Compensation Type and Size	Reach	Estimated Cost	Estimated Salary Expenditures
	<p><i>Describe how the district will differentiate for this element.</i></p> <p><i>Include the criteria for receiving the award.</i></p>	<p><i>Will the compensation be given as a bonus or a base pay increase?</i></p> <p><i>How much will qualifying teachers receive?</i></p>	<p><i>Eligibility: How many teachers are eligible for this type of compensation?</i></p> <p><i>Forecasted participation: How many teachers do you estimate will receive the award?</i></p>	<p><i>How much does the district estimate it will pay out for this differentiated pay element?</i></p>	<p><i>What percentage of salary expenditures (excluding benefit costs) does this element cover?</i></p>
<b>Hard-to-Staff (School, Subject, or Placement)</b>	<p>Hard to Staff positions must achieve an individual TVAAS score of Level 3 or more to receive the annual Hard to Staff stipend.</p> <p>District Hard to Staff positions include:</p> <ul style="list-style-type: none"> <li>• Special Education</li> <li>• High School Mathematics</li> <li>• High School Chemistry &amp; Physics</li> <li>• High School Foreign</li> </ul>	<p>Hard to Staff stipends shall be applied as a bonus.</p> <p>Stipends shall include:</p> <ul style="list-style-type: none"> <li>• Special Education (moderate needs) = \$1,000</li> <li>• Special Education (cognitive needs) = \$2,000</li> <li>• High School Mathematics = \$2,000</li> <li>• High School Chemistry &amp;</li> </ul>	<p>All teachers who originally opted into the district's Strategic Compensation Plan in 2011-12 in addition to all teachers hired into the district since 2011-12 school year. *Estimated number of teachers: 20</p> <p>100% of the teachers are estimated to receive the award.</p>	\$26,500	3%

	<p>Language</p> <ul style="list-style-type: none"> <li>High School Language Arts</li> </ul>	<p>Physics = \$1,500</p> <ul style="list-style-type: none"> <li>High School Foreign Language = \$1,500</li> <li>High School Language Arts = \$1,000</li> </ul>			
<b>Performance</b>	<p>The district will pay (2) types of Performance Bonuses; 1) Individual and 2) School-wide.</p> <p><b>1) Individual</b></p> <p>Based off 1 year individual teacher TVAAS</p> <p><b>2) School-wide</b></p> <p>Based off annual school-wide incentive rubric</p>	<p>Each performance bonus shall be applied as a bonus.</p> <p><b>1) Individual</b></p> <p>TVAAS Level 5 = \$2,000 TVAAS Level 4 = \$1,875 TVAAS Level 3 = \$0 TVAAS Level 2 = \$0 TVAAS Level 1 = \$0</p> <p><b>2) School-wide</b></p> <p>Teachers who do not have individual TVAAS shall be eligible to earn up to \$1,500 in school-wide bonuses. *see attachment</p>	<p>All teachers who originally opted into the district's Strategic Compensation Plan in 2011-12 in addition to all teachers hired into the district since 2011-12 school year. *Estimated number of teachers: 69</p> <p>100% of the teachers are estimated to receive the award.</p> <p><b>1) Individual</b></p> <p>All teachers with individual TVAAS.</p> <p><b>2) School-wide</b></p> <p>All teachers that do NOT have individual TVAAS.</p>	\$191,000	.07%

<b>Additional Instructional Roles or Responsibilities</b>	none				
<b>Education</b>	none				
<b>Experience</b>	none				
<b>Other</b>					

## II. Salary Schedule (Required Section)

1. Please include below or attach a copy of the district's proposed 2014-15 salary schedule. **\*see attachment**
2. Describe how you will allocate any future state funding increases (i.e., FY13 1.5% increase in the BEP instructional component). Will increases be: 1) applied across-the-board, 2) allocated towards differentiated pay, or 3) a combination of both?

All of the FY13 1.5% increase in the BEP instructional component and the FY15 Salary Equity funding has been applied to the district's Strategic Compensation model.

## III. Eligibility and Stakeholder Engagement (Optional Section)

While this section is optional, the information provided will help the department to be able to provide continued support and assistance to districts in implementing their differentiated pay plans.

1. Provide a list of eligibility rules (i.e., attendance requirements, retirement or transfer policies, etc.) for the differentiated pay plan elements or additional roles/responsibilities outlined in the plan. **\*see attachment**
2. Include a description of how the district engaged teachers or other stakeholders in the development of the differentiated pay plan. A (15) member Strategic Compensation Steering has collaborated since January 2011 to develop the district's Strategic Compensation Plan.
3. Does the district plan to expand or grow its differentiated pay plan in future years? If so, what types of changes or expansions are you considering to your differentiated pay plan or salary schedule? Yes; the district plans to implement peer instructional coaches, grade level and department PLC chairs in future years.

#### IV. Alternative Salary Schedule (Optional Section)

An alternative salary schedule uses some other component, often performance criteria, in addition to or in place of education and experience to determine base pay and is subject to State Board of Education (SBE) approval. If you are unsure whether your plan qualifies as an alternative salary schedule or for additional resources for developing such a plan, contact Laura Encalade at [Laura.Encalade@tn.gov](mailto:Laura.Encalade@tn.gov) for more information. Please review the [specific submission timeline](#) for alternative salary schedules on page 2.

Those districts proposing an alternative salary schedule as part of their differentiated pay plan, must complete this addendum to provide the department with the additional information needed to present the salary schedule to the SBE on behalf of the LEA. Those districts which already have SBE approved alternative salary schedules need only to submit a current copy of that plan.

##### a. Salary Schedule

Include both the proposed salary schedule and a description of the following:

- How will base pay changes be determined? Annual baseline pay shall determined annually by each teacher's Summative Teacher Evaluation Score in decimal form.

< 3.49	<b>0%</b>
3.5 - 3.99	<b>1.45%</b>
4.0 - 4.49	<b>1.70%</b>
4.5 - 4.74	<b>1.95%</b>
4.75 >	<b>2.20%</b>

*\*Teachers employed as of SY 2011-12 with more than 19 years experience are not eligible for annual base pay increase but shall be eligible for all bonuses and awards based on program funding.*

*\*\*NO annual base pay increases are extended to employees beyond 30 years experience*

- Will existing employees have an opt-out provision for the alternative salary schedule? Existing employees had an opt out provision during the initial, 2011-12 school year. If so, when will all employees transition to the alternative salary schedule? All newly hired teachers shall participate in the district's Strategic Compensation Plan.
- How will the following groups be placed on the alternative salary schedule?
  - Existing district employees: were provided an opt in / op out provision prior to the 2012-13 school year that was proceed by a trial year in 2011-12.
  - Educators new to teaching with zero years of experience: must participate in the district's Strategic Compensation Plan.
  - Educators new to the district but with prior experience: shall enter at the district Entry Level Salary Scale. **\*see attachment**

**b. Eligibility Criteria**

If not already included in Section IV on the previous page, describe below or include in an attachment a copy of any eligibility rules for the alternative salary schedule.

**c. Feasibility Analysis**

Attach evidence using 2012-13 data (at a minimum) that the alternative salary schedule is financially feasible. Please reach out to [Laura.Encalade@tn.gov](mailto:Laura.Encalade@tn.gov) for additional information or support in meeting this requirement.

**d. Stakeholder Engagement**

1. Include a description of how the district engaged teachers or other stakeholders in the development of the differentiated pay plan. A (15) member Strategic Compensation Steering has collaborated since January 2011 to develop the district's Strategic Compensation Plan. The steering committee is made up of a cross-section of elementary, secondary, tested, non-tested, special education, and general education teachers; including a principal, school board member, county commissioner, and community members.

**Appendix A: Common Differentiated Pay Definitions**

1. Base pay (base salary): An individual's salary excluding any additional compensation in the form of bonuses, stipends, or supplements for additional work or responsibilities.
2. Bonus/stipend: Additional compensation for a pre-defined set of criteria. Bonus and stipend pay are awarded in addition to or "on top of" an individual's base pay. Bonuses/stipends are one-time payments awarded for a specific role, additional responsibility, or achievement of particular criteria. Bonuses and stipends are not a part of base salary and do not become a reoccurring part of an individual's compensation.
3. Traditional salary schedule (or step and lane schedule): A salary schedule that uses years of experience and education levels exclusively to determine educator's increases in base pay. Traditional schedules may follow the same structure as the state minimum salary schedule. Salary schedules that modify the amount of the step increases given for experience or change the structure of the education lanes may still be considered a traditional schedule as long as they meet or exceed the relevant state minimums.



4. Alternative salary schedule<sup>1</sup>: A salary schedule that uses some other component, often a performance measure, in addition to or in place of education and experience to determine base pay. A schedule where an educator's evaluation score is used to determine the amount of his or her yearly base pay increase is an example of an alternative salary schedule. Alternative salary schedules are subject to State Board of Education approval.
5. Opt-in/opt-out provision: Individuals are provided with the choice to participate in a program. This provision is most often associated with alternative salary schedules and is not a required provision.

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<sup>1</sup> If you are unsure as to whether your plan is a traditional salary schedule or an alternative salary schedule, please contact [Laura.Encalade@tn.gov](mailto:Laura.Encalade@tn.gov).

## Appendix B: Sample Differentiated Pay Plan Table

Note that these examples are for purposes of explaining HOW TO complete each of the table criteria. These examples are NOT intended to be recommendations or endorsements for specific differentiated pay elements. Districts are required to differentiate pay for **at least one element** in addition to **education and experience**. Because plans may include a combination of several elements, please add rows or repeat differentiated elements as needed. Please feel free to delete from the table any differentiated elements that will not be used in the district's plan.

Differentiated Element	Description	Compensation Type and Size	Reach	Estimated Cost	Salary Expenditures
	<p><i>Describe how the district will differentiate for this element.</i></p> <p><i>Include the criteria for receiving the award.</i></p>	<p><i>Will the compensation be given as a bonus, stipend, or a base pay increase?</i></p> <p><i>How much will qualifying teachers receive?</i></p>	<p><i>Eligibility: How many teachers are eligible for this type of compensation?</i></p> <p><i>Forecasted participation: How many teachers do you estimate will receive the award?</i></p>	<p><i>How much does the district estimate it will payout for this differentiated pay element?</i></p>	<p><i>What percentage of salary expenditures (excluding benefit costs) does this element cover?</i></p>
<b>Hard-to-Staff (School, Subject, or Placement)</b>	The district will offer a signing bonus and retention bonus in the hard-to-staff area of secondary math. This will include positions in Algebra II, Pre-Calculus, and Calculus.	The award will be given as a two-part bonus. \$1,000 at the time of signing and an additional \$2,000 at end of the school year when evidence of satisfactory evaluation results are also available.	<p>This award will be available to new teachers to the district. The district typically hires 2 positions per school year in the areas defined.</p> <p>Existing teachers (3) in the subjects defined will also be eligible for the same bonus as a retention incentive.</p>	The estimated total for this is \$15,000 (5 teachers at \$3,000 each).	This award makes up less than 2% of the district's annual salary costs.
<b>Performance</b>	The district will incorporate a new salary schedule that uses evaluation criteria to determine base pay changes <sup>2</sup> . A full description of the new schedule is attached in the addendum.	Teachers who receive a 3 will receive a base pay increase of 3-\$300, 4-\$500, 5-\$700. Those teachers receiving a 1 or 2 will not increase their base pay.	<p>All teachers (150) are eligible to receive the award.</p> <p>A copy of the complete eligibility rules is attached.</p> <p>Based on the last two years of evaluation data, the district anticipates between 80-85% of</p>	<p>The district anticipates the total cost to be \$40,000 based on last year's evaluation data.</p> <p>The district will sustain this cost by removing base pay</p>	These payouts will form close to 100% percent of salary costs, with the exception of some career ladder and other supplements.

<sup>2</sup> This differentiated element would qualify as an alternative salary schedule, and the district would need to complete the [Alternative Salary Schedule section](#) on page 5.

			teachers will receive a base pay change.	increases for Level 1 and 2 teachers.	
<b>Additional Instructional Roles or Responsibilities</b>	<p>The district will further its implementation of PLCs through the creation of a PLC leadership role.</p> <p>Highly effective teachers (scores of 4 or 5) will receive a stipend to lead and facilitate the monthly PLC meetings.</p>	The award will be given yearly in the form of a \$1,000 stipend.	<p>Any teacher who receives a 4 or 5 on their evaluation would be eligible to apply for the position. District and school leaders will then screen for additional qualities like leadership and facilitation skills. (Draft job description is attached.)</p> <p>There will be a total of 20 PLC leaders in the district:</p> <ul style="list-style-type: none"> <li>- 6 at the high school,</li> <li>- 4 at the middle school,</li> <li>- 5 at each of the 2 elementary schools.</li> </ul>	The estimated cost of these awards is \$20,000.	This will compromise about 2% of district salary expenditures.
<b>Education</b>	<p>The district will include Bachelor's and Master's degrees for eligible base pay compensation as shown in the attached 2014-15 salary schedule. Degrees above a Master's will no longer be compensated in base pay.</p> <p>Advanced degrees above Master's degree will be eligible for tuition reimbursement with district pre-approval.</p>	<p>Master's degrees will be awarded with a base pay increase.</p> <p>Tuition reimbursement stipends of \$4,000 per year per individual for advanced degrees above Master's. The district must be notified in advance of the start of a program by the educator in order to receive the stipend.</p> <p>Those teachers currently enrolled in programs prior to July 1, 2014 will be eligible for base pay increases on the previous year's schedule, provided that those programs are completed by July 1, 2016.</p>	<p>The district currently has 15% of its teachers with an advanced degree above the Master's Level.</p> <p>We anticipate based on previous data that approximately 10-12 teachers will qualify for tuition reimbursement stipends each year.</p>	<p>This estimated total cost of this element is \$40,000-48,000 per year.</p> <p>The district expects to fund this cost by limiting permanent base pay increases to Master's degrees only.</p>	This will comprise about 8% of district salary expenditures.
<b>Experience</b>	The district will continue to award step increases for each	Each teacher will earn a yearly step increase for years of	All teachers are eligible.	The average step increase in the	This experience payment makes up

	year of experience.  The attached salary schedule contains proposed amounts.	experience.		district is \$400 per year. The estimated cost is \$100,000	20% of the districts expenditures on salary.
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**Attachment:**

**A. ENTRY LEVEL SALARY**

**BACHELOR**

<b>0 years</b>	\$30,876
<b>1-5 years</b>	\$31,446
<b>6-10 years</b>	\$34,066
<b>11+ years</b>	\$37,461

**Advanced Degree**

<b>0-5 years</b>	\$34,291
<b>6-10 years</b>	\$37,906
<b>11+ years</b>	\$41,766

*Baseline salary is established at the time of initial employment*

*Entry Level Salary employees DO NOT transfer from bands based of degrees and years experience*

*Baseline salary for current employees was established in the 2011-12 SY.*

**B. ANNUAL BASE PAY**

determined annually by each teacher's **Summative Teacher Evaluation Score** in decimal form

< 3.49	0%
3.5 - 3.99	<b>1.45%</b>
4.0 - 4.49	<b>1.70%</b>
4.5 - 4.74	<b>1.95%</b>
4.75 >	<b>2.20%</b>

*\*Teachers employed as of SY 2011-12 with more than 19 years experience are not eligible for annual base pay increase but shall be eligible for all bonuses and awards based on program funding.*

*\*\*NO annual base pay increases are extended to employees beyond 30 years experience*

**C. SCHOOL-WIDE BONUS:**

Only teachers who do not have individual TVAAS are eligible for the school-wide bonus not to exceed **\$1,500**

Teacher bonuses shall be determined by the % of benchmarks achieved by the school during the academic year from the **School-wide Benchmarks Rubric**.

**Teachers                      \$1,500**

Benchmarks	%	Award
6	100%	\$1,500
5	90%	\$1,350
4	80%	\$1,200
3	70%	\$1,050
2	60%	\$900
1	50%	\$750

(see **School-wide Benchmarks Rubric** for school-wide performance measures)

**D. INDIVIDUAL TEACHER PERFORMANCE:**

**Elementary School**

<b>Kindergarten</b>	<b>1st grade SAT-10 Reading</b> <i>(Above Predictions)</i>	<b>\$750</b>
<b>1st grade Reading</b>	<b>Level 5</b>	<b>\$2,500</b>
	<b>Level 4</b>	<b>\$1,875</b>
<b>2nd grade Reading</b>	<b>Level 5</b>	<b>\$2,500</b>
	<b>Level 4</b>	<b>\$1,875</b>
<b>3rd grade Reading</b>	<b>Level 5</b>	<b>\$2,500</b>

	<b>Level 4</b>	<b>\$1,875</b>
<b>4th grade Reading</b>	<b>Level 5</b>	<b>\$2,000</b>
<b>4th grade Reading</b>	<b>Level 4</b>	<b>\$1,500</b>
<b>4th grade Math</b>	<b>Level 4+</b>	<b>\$500</b>
<b>5th grade Reading</b>	<b>Level 5</b>	<b>\$2,000</b>
<b>5th grade Reading</b>	<b>Level 4</b>	<b>\$1,500</b>
<b>5th grade Math</b>	<b>Level 4+</b>	<b>\$500</b>
<b><u>Middle School</u></b> (Math, ELA, Sci, S.Studies)		
	<b>Level 5</b>	<b>\$2,500</b>
	<b>Level 4</b>	<b>\$1,875</b>
<b><u>High School</u></b>		
<b>Algebra I</b>	<b>Level 5</b>	<b>\$2,500</b>
	<b>Level 4</b>	<b>\$1,875</b>
<b>Algebra II</b>	<b>Level 5</b>	<b>\$2,500</b>
	<b>Level 4</b>	<b>\$1,875</b>
<b>Chemistry</b>	<b>Level 5</b>	<b>\$2,500</b>
	<b>Level 4</b>	<b>\$1,875</b>
<b>Biology I</b>	<b>Level 5</b>	<b>\$2,500</b>
	<b>Level 4</b>	<b>\$1,875</b>
<b>English I</b>	<b>Level 5</b>	<b>\$2,500</b>
	<b>Level 4</b>	<b>\$1,875</b>
<b>English II</b>	<b>Level 5</b>	<b>\$2,500</b>
	<b>Level 4</b>	<b>\$1,875</b>
<b>English III</b>	<b>Level 5</b>	<b>\$2,500</b>
	<b>Level 4</b>	<b>\$1,875</b>

US History	Level 5	\$2,500
	Level 4	\$1,875

**E HARD TO STAFF POSITIONS: (TVAAS Level 3+ if individual value-added is available)**

Special Education (Moderate Needs)	\$1,000
Special Education (Cognitive Needs)	\$2,000
High School Math	\$2,000
High School Chemistry/Physics	\$1,500
High School Foreign Language	\$1,500
High School Language Arts	\$1,000

\*Teacher shall receive ONLY 50% of award until proper license and endorsement is obtained.

**F TEACHER LEADERS:**

Learning Leader (facilitate state PARCC trainings) *pd Nov. 2014	\$3,000
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**G EFFECTIVE PRINCIPALS: (Assistant Principals)**

Each Principal may receive a school-wide bonus not to exceed **\$5,000**

Principal / Assistants bonuses shall be determined by the % of benchmarks achieved by the school during the academic year from the **School-wide Benchmarks Rubric**.

**Level 5** - Principal shall receive **100%** of the determination from the summative TEAM evaluation score

**Level 4** - Principal shall receive **80%** of the determination from the summative TEAM evaluation score

**Level 3**- Principal shall receive **60%** of the determination from the summative TEAM evaluation score

**Level 2**- Principal shall receive **40%** of the determination from the summative TEAM evaluation score

**Level 1**- Principal shall receive **20%** of the determination from the summative TEAM evaluation score

**Principals \$5,000**

			Level 1	Level 2	Level 3	Level 4	Level 5
Benchmarks	%	Award	20%	40%	60%	80%	100%
11	100%	\$5,000	1,000	2,000	3,000	4,000	\$5,000
10	91%	\$4,545	909	1,818	2,727	3,636	\$4,545
9	82%	\$4,090	818	1,636	2,454	3,272	\$4,090

8	73%	\$3,636	727	1,454	2,182	2,909	\$3,636
7	64%	\$3,181	636	1,272	1,909	2,545	\$3,181
6	55%	\$2,727	545	1,091	1,636	2,182	\$2,727
5	45%	\$2,272	454	909	1,363	1,818	\$2,272
4	36%	\$1,818	364	727	1,091	1,454	\$1,818
3	27%	\$1,363	273	545	818	1,090	\$1,363
2	18%	\$909	182	364	545	727	\$909
1	9%	\$454	91	182	272	363	\$454

(see **School-wide Benchmarks Rubric** for school-wide performance measures)

#### **Trousdale County Alternative Compensation Eligibility Rules for 2014-15**

To be eligible to participate in the Alternative Compensation program all teachers and principals must meet all of the following general eligibility requirements. Requirements may change annually. All educator inquiries/issues with requirements shall be reviewed by the Steering (Design) Committee which consists of teachers, principals, board members, community members, and the Director of Schools and approved annual by the Board of Education.

1. All new employees entering the will be part of the district Alternative Compensation Plan.
2. No employees hired prior to July 25, 2011, shall have the ability to join the alternative compensation plan after the July 30 – Aug. 3, 2012 enrollment window. Current employees with the district who joined with 20 or more years of teaching experience are not eligible for increases to annual baseline pay in any year but shall be eligible for all bonus and incentive awards.
3. Employees as of SY 2011-12 who joined with 19 or less years of teaching experience shall be eligible for increases to annual baseline pay for up to 30 years of teaching experience at which time annual baseline increases shall no longer continue. Employees who joined with 20 or more 20 years teaching experience as of SY 2011-12 shall be eligible for all bonus and incentive awards based on program funding.
4. Employees must be employed in a campus-assigned position within the first 20 days of school.
5. Central office staff, substitute teachers, or student teachers are *not* eligible. Hourly employees are not eligible to participate in the alternative compensation program.
6. Eligible employees must hold a valid teaching license from the State of Tennessee to be eligible to receive bonus awards.
7. Employees must be supervised and evaluated by the principal or his/her designee of the campus where they are serving students. (This does not apply to Principals)



8. For applicable employees, employees must review instructional-linkage and assignment-verification information for accuracy (Teachers are responsible for claiming their students' individual scores).
9. Employees must be in attendance 94.44% or 170 days of the 180 instructional days identified in the "instructional school calendar" to receive their school-wide bonus, individual teacher performance, teacher leader incentive, or principal bonuses. This means that employees cannot be absent for more than 10 days. Employees who miss more than 10 days will, however, be eligible for their annual baseline pay increase per annual teacher evaluation. The following types of leave will be held harmless (not count as days absent) and match the Board's current policies and term definitions: *military leave, FMLA - family medical leave (must be authorized through the Central Office), assault leave, jury duty, and off-campus duty (such as professional development opportunities or activities approved by the District).*
10. Bonuses and incentive awards are not ensured to occur every year. They are contingent upon program funding. Only increases to annual baseline pay increase are guaranteed.
11. Beginning in SY 2014-15, all alternative compensation plan participants hired prior to July 25, 2011 shall have the option to join the annual sustainability bonus and incentive awards by surrendering local supplements that include the (Step Plan, \$500, and the fixed 07-08 1.5% bonus) to be eligible for performance bonuses that include (Hard to Staff, Individual, or School-wide bonuses). Each participant shall sign an affidavit agreeing to such terms (between May 15 and July 29 as determined by the Steering Committee).
12. Employees must be continuously employed in a tested position until the last day of school to receive the Individual Teacher Performance bonus.
13. Employees must be in "good standing" to receive any bonus. "Good standing" means that all paperwork/certifications are up to date.
14. Bonuses for employees who transfer from one bonus-eligible position to another bonus-eligible position during the school year shall be determined on the basis of the bonus-eligible position held for the majority of the school year.
15. Employees who are involuntarily transferred to another school within the district may permanently "opt out" of the Alternative Compensation Plan. The employee shall return back to the present BEP salary schedule for the corresponding years of experience and degree(s) held by the employee. The employee shall not be entitled to any payments within the scope of the Alternative Compensation Plan in the school year for which they "opt out." The employee can never return to the Alternative Compensation Plan once such option is exercised.
16. Employees will not be eligible for bonuses that transfer from a bonus eligible position to a non-bonus eligible position.
17. Awards for employees who work at multiple schools will be determined by the school for which they are evaluated.
18. Employees who voluntarily elect (except for retirement) not to return to the district in the following year for which bonuses are rewarded shall not be eligible any bonus award payments except Hard to Staff.